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ABSTRACT

This book presents a collection of essays on building collaborative communities in which democratic principles of education may be recognized, focusing on learning and teaching through inquiry. After (1) "The Development of a Community of Inquirers" (Gordon Wells), there are three parts. Part 1, "Inquiries in the Elementary Grades," includes: (2) "An Examination of the Development of Classroom Community Through Class Meetings" (Zoe Donoahue); (3) "Student Inquiry in Science: Asking Questions, Building Foundations, and Making Connections" (Mary Ann Van Tassell); (4) "A Comparison of Student-Led Discussions: Class Meetings and Novel Discussions" (Greta Davis); and (5) "Learning to Pay Attention to Other Modes of Meaning Making" (Gordon Wells). Part 2, "Inquiries in the Intermediate and Senior Grades," includes: (6) "Seeing Shades of Gray: Developing a Knowledge-Building Community Through Science" (Karen Hume); (7) "Knowledge Building: Learning about Native Issues Outside In and Inside Out" (Maria Kowal); (8) "The Leadership Lab: Creativity, Compassion, Community" (Monica McGlynn-Stewart); and (9) "Coresearching with Students: Exploring the Value of Class Discussions" (Karen Hume). Part 3, "Taking a Larger View," includes: (10) "The Case for Dialogic Inquiry" (Gordon Wells) and (11) "Look How We've Grown!" (Monica McGlynn-Stewart). An appendix presents conventions of transcription. (SM)

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